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ABSTRACT

The academic triad of teaching, service, and research for students and faculty as it relates to higher education programming for the development of professionals is addressed. The concept of professionalism during undergraduate and graduate education in the professions of speech-language pathology and audiology is targeted. It is suggested that professionalism is a learned behavior and must be treated as a developmental process beginning upon entry into programs of study. A model is provided that infuses the concept of professionalism into educational programming. The model is in the form of a mission statement which includes philosophies, faculty and student responsibilities, and goals for teaching-learning, service-learning, and research-learning at East Tennessee State University. The mission statement of the academic unit of speech-language pathology and audiology at this school is dedication to the promotion of the profession and to excellence in academic and clinical education of future speech-language pathologists and audiologists. The implementation of their process can provide experiences in academe which will build program and professional credibility and will facilitate the development of professionalism. This academic triad model is presented for academic units in the university setting regardless of discipline emphasis, so it could be adopted by any university major. Contains 6 references. (SM)

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Academic Programming for the Making of a Professional:

Teaching-Learning, Service-Learning, and Research-Learning

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Academic Programming for the Making of a Professional: Teaching-Learning, Service-Learning, and Research-Learning

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Abstract

The academic triad of teaching, service, and research for students and faculty as it relates to higher education programming for the development of professionals is addressed in this article. The authors purport that professionalism is a learned behavior and must be treated as a developmental process beginning upon entry into programs of study. Included is a model for the development of a professional in the form of a mission statement which includes philosophies, faculty and student responsibilities, and goals for teaching-learning, service-learning and research-learning. This academic triad model is presented for academic units in the university setting regardless of discipline emphasis. Thus, this model could be adopted by any university major.

ACADEMIC PROGRAMMING FOR THE MAKING OF A PROFESSIONAL: TEACHING-LEARNING, SERVICE-LEARNING, AND RESEARCH-LEARNING

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In the last two decades the professions of speech-language pathology and audiology have taken a proactive role in defining professionalism. Particularly, the American Speech-Language-Hearing Association's Legislative Council approved a Long Range Plan to address the needs of the profession (ASHA, 1988). The number one objective of this strategic plan is to improve the image of the profession both internally and externally. Among its priorities, the plan emphasizes the need to assure quality in the scientific and clinical bases for services and to promote high standards in the training of professionals. These priorities have a direct impact on programs of higher education where the primary mission is to develop professionals who are equipped to uphold national professional standards.

This paper targets the concept of professionalism during undergraduate and graduate education in the professions of speech-language pathology and audiology. It provides a model which infuses the concept of professionalism into educational programming. The model combines the traditional obligations of institutions of higher education (teaching, research, and service) with the education and learning needs of the aspiring professional based upon instruction, research, and service experiences. A review of the literature indicates that efforts at assuring "professionalism" in speech-language pathology and audiology have been

focused on the quality of educational content which includes coursework, clinical education and student research (Ringel, 1982; Erickson, 1983; Moll, 1983; Stark, 1983; Terrizzi, 1988). In many cases, the making of professionals is left to chance and represents a leap in logic. The assumption is that the student, by virture of completing curricular demands, magically becomes a "professional." Beyond the curricular offerings there is a need to examine and delineate the process involved in truly becoming an active and contributing professional.

The present authors purport that professionalism is a learned behavior and must be treated as such in academia. Therefore, it is necessary to initiate the process of developing "professionalism" when a student enters the program of study. The journey towards being a professional includes the academic triad of teaching, service and research. Ringel (1982) cautioned the academy to be visionary in its purpose by asking the questions ". . . teaching to what ends? Research for what reasons? Service to whom?" With these questions in mind, this paper offers a gestalt view of the process involved in the making of a professional in the academic setting.

The program in speech-language pathology and audiology at East Tennessee State University, has adopted educational programming which addresses the developmental aspects of professionalism. Prior to the establishment of this programming both faculty and students responded to open-ended questions regarding coursework, clinical education, and advising. The questions for all three areas were: What do you value most?; What do you value least?; What is the cause of this difference?; and, How

can "least valuable" be improved? These responses were compiled and used to augment departmentally established guidelines which were to: (1) chart the course for the future; (2) delineate both faculty and student responsibilities; (3) uphold ASHA professional standards; (4) insure continuity between undergraduate and graduate education; and (5) foster collegiality between faculty and students. The collaborative work resulted in a mission statement which delineates philosophies, faculty and student responsibilities, and goals in teaching-learning, service-learning and research-learning. This document, presented below, highlights personal and professional growth for individual student and faculty members.

ACADEMIC UNIT

MISSION STATEMENT

The mission of the academic unit of speech-language pathology and audiology at East Tennessee State University is dedication to the promotion of the profession and to excellence in the academic and clinical education of future speech-language pathologists and audiologists. This mission is built on a foundation of respect for individuals and includes commitment to teaching, service, and research. The number one priority of this department is the teaching-learning process, both academically and clinically, in accordance with the ideal that graduation is a true commencement to self-education. The second priority is the service-learning process utilizing the expertise of the profession for the benefit of university, local, regional, state, national and international communities. The third priority is the research-learning process as a

logical extension of academic and clinical education. These priorities contribute to personal and professional growth of students and faculty.

Philosophy for Teaching-Learning Process

The teaching-learning process is a collaborative adventure in learning in which faculty and students share equal, but different, responsibilites. The faculty's responsibilities are:

1. to provide a sequenced curriculum which maximizes educational growth so that
   a. the pre-professional (undergraduate) curriculum follows a logical progression from normal to pathological processes; and,
   b. the professional (graduate) curriculum reflects an indepth focus on disorder areas which differs qualitatively from the pre-professional introductory level.
2. to nurture open dialogue between faculty and students recognizing that interpersonal communication is paramount to learning.
3. to attend to the affective dimension of learning as an adjunct to teaching effectiveness.
4. to present current theoretical foundations and application of these theories to treatment techniques and programs.
5. to foster professional and scientific responsibility.
6. to relate the profession to multidisciplinary needs.
7. to permit students to meet qualifications for national certification, state licensure, and/or state education certification.

The student's responsibilities are:

1. to accept responsibility for her or his own learning and to recognize

that all education is self-education.

2. to follow pre-professional to professional education as delineated in the curricula.
3. to prepare for class by completing assignments.
4. to develop skills of professional interaction through participation in class discussions.
5. to develop skills of professional inquiry.

Pursuant to this philosophy, the faculty will:

In Academic Education

1. present adequate and appropriate coverage of material/discipline with stated objectives for all course requirements.
2. present historical and current theoretical foundations.
3. present practical and relevant therapeutic intervention strategies as related to the theoretical knowledge base.
4. present course requirements that contribute to student competency in applying theory to practice which includes field experience when appropriate.

In Clinical Education

1. provide quality supervision which includes
   a. recognizing that clinician learning is a progression of successive steps from dependence to independence and facilitating student recognition of this progression.
   b. building clinician confidence and sense of competence in clinical performance.
   c. fostering a positive supervisory atmosphere of free exchange.

d. developing strategies to assist the clinician in conceptualizing the practical application of theory.

e. becoming an active participant in client management through familiarity with the client's needs and abilities.

f. observations and written/verbal feedback contingent upon clinician skills and client complexity.

g. demonstating clinical techniques.

h. teaching coping strategies for frustration and failure in client management.

2. Provide the quantity of supervision as per national guidelines.

   a. This includes a minimum observation standard of 25% of therapy sessions (either 25% of each session or one complete session in four).

   b. Entry level clinicians and advanced clinicians in a new disorder area will be supervised initially for 100% of the time with appropriate reductions contingent upon faculty-student determination of skills.

3. Assure professionalism in clinical operations by

   a. providing each clinician with clinical guidelines in the form of a handbook containing

      1) a statement of clinical philosophy highlighting respect and value of student, faculty, and client individual differences.

      2) standards of ethics and confidentiality.

      3) procedural protocols.

      4) models of forms and reporting formats.

5) student competencies and grading criteria.

b. making clinical assignments after completion of appropriate coursework.

c. providing diversity of client type and settings.

Philosophy for Service-Learning Process

The service-learning process is experiential education which bridges the gap between academe and the real world where faculty and students share complementary responsibilities.

The faculty's responsibilities are:

1. to provide guidance in career development.
2. to provide opportunities in service activities.
3. to exhibit professionalism.

The student's responsibilities are:

1. to take an active role in her or his career development.
2. to participate in service activities.
3. to exhibit professionalism.

Pursuant to this philosophy, the faculty will:

In Academic and Clinical Advisement

1. provide each undergraduate student with a pre-professional handbook or each graduate student with a professional handbook outlining the program(s) and requirements.
2. be informed and knowledgeable about prerequisites, program sequencing, requirements for certifications, and career opportunities.
3. develop a long term academic plan with each student advisee when they enter the program.

4. be assistive and empathetic.

5. commit time and effort for quality advisement by

   a. establishing an advisement week for the department.

   b. posting advising times of individual faculty for scheduling of student appointments.

   c. holding a faculty meeting on advisement prior to advisement week where updated information will be shared and advisement principles will be reviewed.

   d. arranging to be undisturbed during advising appointments.

In Service Activities

1. be professional role models by

   a. demonstrating collegiality.

   b. holding memberships and/or leadership positions in professional organizations at local, regional, state, national and international levels.

   c. gaining recognition in professional societies.

   d. representing the discipline's expertise as she or he serves on university, college and school committees.

   e. engaging in consultant activities for client service centers and organizations.

   f. acting as advocates for client concerns in public policy efforts.

   g. continuing professional development in the form of

      1) networking with other professionals in the field to solve local, regional, state, national problems.

      2) attending conferences and professional association meetings.

3) attending workshops and obtaining continuing education credits.

2. develop community service delivery opportunities as an extension of student experience in the university setting.
3. orchestrate student involvement in
   a. membership and/or leadership in student affiliations of professional organizations (National Student Speech-Language Hearing Association).
   b. attendence at conferences, workshops and professional association meetings.
   c. advocacy for client concerns.
   d. development of community service delivery systems.

The student will:

In Academic Advising

1. be responsible for knowing the contents of departmental handbooks.
2. participate in advising sessions to tailor her or his academic career to meet individual interests and needs for both college education and self-education goals.

In Service Activities

1. demonstrate collegiality.
2. participate in the National Student Speech-Language-Hearing Association.
3. be involved in departmental matters.
4. be knowledgable of professional issues.
5. be advocates for the profession.
6. participate in delivery of service activities, workshops and conferences.

Philosophy for Research-Learning Process

The research-learning process, an intellectual adventure and highly developed social activity, is linked intimately with education where a mentor-apprentice relationship is established.

The faculty recognizes that research

1. is an integral component of an academic education in that it
   a. is a highly effective pedagogical procedure.
   b. provides students with a means and motivation for self-education which allows them to continue to grow intellectually.
   c. perpetuates discussion and dialogue which strengthens education.
   d. is the mechanism that maintain's currency in the profession.
2. takes many forms, such as
   a. abstracts.
   b. critical reviews.
   c. term papers.
   d. annotated bibliographies.
   e. prospectuses.
   f. theses.
   g. presentations.
   h. publications.
3. is a self-actualizing process in that it
   a. strengthens and expands minds.
   b. is challenging, fun and exhilarating.
   c. induces a feeling of accomplishment and self-satisfaction.
   d. connects the self with the world.

4. is enhanced by access to current technology.

The student learns that research

1. is the mechanism that maintains currency in the profession.
2. is learned only by doing it.
3. is an integral component of an academic education in that it
    a. is an outgrowth of the natural tendency to make sense of the world.
    b. is a catalyst for scientific curiosity and inquiry.
    c. requires analysis, synthesis and judgment of scholarly information.
    d. sharpens professional communication skills.
4. is a self-actualizing process in that it
    a. develops self-esteem regarding one's own ability to assess higher cognitive thinking.
    b. develops a sense of success and accomplishment.
    c. fosters perseverance.

Pursuant to this philosophy, the faculty will:

1. engage in research.
2. share his or her research with the students.
3. incorporate research skill development into the academic experience.
4. provide research experiences so that students develop a viable method of problem formulation and solution.
5. present research opportunities in a structured, non-threatening manner.
6. be an active participant in student research thereby emphasizing collegiality.

The student will:

1. take an active role in conceptualizing the process of acquiring

research skills as directed by the faculty.

2. participate in research projects which result in a fuller appreciation of the research process.

Conclusion

The authors of this paper suggest that the implementation of this process will provide experiences in academe which will build program and professional credibility and will facilitate the development of professionalism. Teaching-learning molds the foundation for self-education, service-learning bridges the gap between academe and the real world, and research-learning fosters self-actualization. These three academic components are not separate, but rather extensions of each other. If these components are fragmented in educational programming and are left to chance, educators run the risk of failing to develop professionals who are equipped to promote and to represent disciplines.

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